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# An Investigation of Transitional Bilingual Programs in Cook, DuPage, Kane and Will Counties in the State of Illinois

Robert Schwindt

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An Investigation of Transitional Bilingual Programs in Cook,

DuPage, Kane and Will Counties in the State of Illinois.

(TITLE)

BY

Robert Schwindt

**FIELD EXPERIENCE**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF  
Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1996

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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August 16, 1996  
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An Investigation of Transitional Bilingual Programs in Cook,  
DuPage, Kane, and Will counties in the State of Illinois.

Robert Schwindt  
Eastern Illinois University

Running Head: Bilingual

### Abstract

The purpose of this study is to investigate transitional bilingual programs in Cook, DuPage, Kane, and Will counties in the State of Illinois. A review of literature reveals that the State of Illinois guideline of three years was not sufficient to allow non-English speaking students to be exited into regular education classes at a level commensurate with their English speaking peers. This study also reviewed transitional bilingual program models in Cook, Dupage, Kane and Will counties in Illinois and revealed a shortage of bilingual teachers and aides. Use of the results of the study will improve the existing transitional program in Cook County School District #130, where the author has been employed as a principal.

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## CHAPTER I

### OVERVIEW OF PROGRAM

Bilingual programs in the State of Illinois and throughout the United States have been criticized because they are taking too long to transition non-English speaking children into the regular classroom. With the number of non-English speaking children on the rise, school districts will need to address existing bilingual programs and determine if programs positively benefit non-English speaking children.

#### Purpose and Objectives of the Study

The purpose of this study was to investigate transitional bilingual programs in Cook, DuPage, Kane, and Will counties in Illinois. Specific objectives of the study were:

1. Is the State of Illinois' recommended time line of three years to transition limited English proficient(LEP) students from bilingual programs into regular education programs sufficient?
2. Are bilingual materials available to the same extent as English materials, thus allowing sufficient opportunity for LEP students to progress and be



dismissed from bilingual programs?

3. In other school districts in Cook, Dupage, Kane and Will counties in Illinois are sufficient certified staff available, which would enable students to be exited from the transitional bilingual programs in three years?

#### Background and Significance of the Study

The State of Illinois in its administrative code CH. I, S.228.30 states:

"No school district shall withdraw a student prior to the completion of three years of program enrollment without written approval from the student's parents or legal guardians, and unless the student has received a score on the annual examination which meets or exceeds the program exit criteria established pursuant to Section 228.25(d) (2) of this Part."

School districts use the three year period as a benchmark to transition children into regular education classes. In the researcher's opinion, this is not sufficient time to exit children out of transitional bilingual programs. In District #130, as well as all districts throughout the State of Illinois, materials are

not available in other languages which correspond with the English materials. Teachers must plan twice for the same lesson because of this lack of materials. In many cases, there are not enough teachers to teach children of a different language. English speaking teachers are often selected and trained to help students of a language other than English. Often teacher aides are used in a classroom. These aides are frequently young and inexperienced people who just happen to speak a second language in addition to English. The setting of the study occurred at the primary and intermediate schools in Blue Island, Illinois.

### Definitions

Throughout the study several terms will be used to help understand bilingual education. Some of the most common terms are identified in the following material.

**Certified Bilingual Education Teacher** - a teacher who holds a Transitional Bilingual Certificate or a regular certificate with a bilingual endorsement.

**English as a Second Language(ESL)** - specialized instruction designed to assist students whose home language is other than English in attaining English language proficiency.

**Home Language**-language normally used in the home of the

student.

**Individual Student Language Assessment** - a procedure which determines a student's listening, speaking, reading, and writing skills in English; used to exit students from bilingual programs.

**Standard School Program** - the educational program offered by the local school district to the majority of the students within its jurisdiction.

**Transitional Bilingual Education Program(TBE)** - a full or part time program provided by the local school district with instruction in the student's native language. There must be at least twenty students of the same language in a school building to qualify as a TBE program.

**Self-contained program** - all the children assigned to a transitional bilingual classroom who are limited in their English proficiency.

**Integrated program** - children are assigned to classroom in a fifty-fifty mix,i.e., one half of the students are English speaking while one half speak a language other than English.

**Pull-out program** - children of limited English proficiency are pulled out of all English classrooms to receive concentrated language development work.

**Bilingual Coordinator** - a person in charge of directing the

bilingual program within a district.

**Limited English Proficiency(LEP)**-students have only limited English language proficiency in comparison to their English speaking peers.

#### Assumptions

Listed below are three areas the author has taken into consideration as constants in the surveyed districts.

1. It was assumed that school districts have included all children in proper programs and have a testing program in place that adequately identifies students' achievement as required by the State of Illinois.
2. It was assumed that the present transitional bilingual program was not adequate for the number of students.
3. It was assumed that school district bilingual program coordinators will give accurate information about that school's bilingual program.

#### Delimitations

The study did not include information received for grade six through twelve, although the State of Illinois encourages programs for students through the twelfth grade.

The geographic area of the study included Cook, DuPage, Kane and Will Counties in Illinois, rather than the entire

state, in order to give information about districts with similar demographics to District #130 where the author has been employed as principal.

## CHAPTER II

### RATIONALE, RELATED LITERATURE, AND RESEARCH

#### Rationale

The rationale for this study was based on the need for school districts personnel to make judgments about bilingual education in the State of Illinois and to make existing programs more efficient. The results of this study will allowed the researcher to acquire information about bilingual programs and to develop a model that should better address the needs of LEP students in the researcher's district.

#### Review of Literature and Research

Carbo (1995), in an overview of bilingual education in the United States, explained the nature of schools in the United States when she states: "The children in the United States are rapidly becoming more ethnically and culturally diverse. Far too often, unfortunately, diversity is linked closely with poverty. The combination of poverty and diversity plays havoc with performance in school"(p.1). Carbo also stated that:

There is a disproportionately high number of minority, immigrant, and poor children that perform

consistently in the lower third academically in United States schools. The educational course charted in the next few years will play a major role in determining whether we can truly educate everybody's children to be successful, productive citizens in the 21st century (p.1).

Carbo insists that funding is inadequate to educate all children. The national goals established at President Bush's 1989 education summit described only the end product: what young Americans should be able to do by the year 2000. How schools are to fund strategies used to achieve these goals was given little attention at the summit. The matter of funding cannot be dismissed lightly. Funding, for example is needed for teacher training, teacher time with students in need of extra assistance, materials, building repairs, adequate services and aides (p.3).

The Association For Supervision and Curriculum Development Panel on Improving Student Achievement (1995) in their discussions on student achievement stated:

Not surprisingly, many students who do not speak English fall behind in their studies early, because they are not taught content in their native language. When these students eventually learn English, they have lost so much ground in their schoolwork, that they find

it difficult (and sometimes impossible) to catch up with their peers. In far too many cases, these students become discouraged and drop out of school (p.16).

The Advisory Panel (1995) identified the all too common problem of organizational inertia and resistance to change including a; reluctance to accept bilingual programs, to hire bilingual personnel, to upgrade the status of teachers of English as a second language (ESL), to support the acquisition and development of primary language materials, to monitor and assess the progress of language-minority students, and to deal with unique problems facing newcomers, including their need for counseling. The number of bilingual teachers in the United States is woefully insufficient, and the use of existing teachers is far from satisfactory. Bilingual teachers are not used to the best advantage, that is, to take maximum advantage of their dual-language abilities. The training and staffing of ESL and "sheltered English" classes remain inadequate. Beyond staffing, there is a great shortage of primary language materials, especially for languages other than Spanish, and bilingual educators regard even those materials as inadequate. Students who speak a language other than English need to be



taught content, for a time, in the student's native language, while they are also given intensive training in English. Then, when the limited English speaking students eventually join their peers, they will be up to speed in their studies (ASCD Advisory Panel, 1995, p.17).

To investigate Transitional Bilingual programs in Cook, DuPage, Kane and Will counties in Illinois it was necessary to look to the Illinois School Code and get a better understanding of what the state intended for school districts. The Illinois School Code (1994) states in section 5/14 C-3 that:

"When at the beginning of any school year, there is within an attendance center of a school district not including children who are enrolled in existing private school systems, twenty or more children of limited English speaking ability in any such language classification, a program in transitional bilingual for the children therein. Further, every school age child of limited English-speaking ability not enrolled in existing private school systems shall be enrolled and participate in the program in transitional bilingual education established for the classification to which he belongs by the school district in which he

resides for a period of three years or until such time as he achieves a level of English language skills which will enable him to perform successfully in classes in which instruction is given only in English, whichever shall first occur. And finally, an examination in the oral comprehension, speaking, reading and writing of English, as prescribed by the State Board, shall be administered annually to all children of limited English-speaking ability enrolled and participating in a program for transitional bilingual students. No school district shall transfer a child of limited English-speaking ability out of a program in transitional bilingual education prior to his third year of enrollment therein unless the parents of the child approve the transfer in writing, and unless the child has received a score on said examination which, in the determination of the State Board, reflects a level of English language skill appropriate to his or her grade level" (p.206).

The testing requirements from the Illinois Administrative Code (1991) section 228.25 are as follows:

1. School Districts must assess the English language proficiency, including oral comprehension, speaking,

reading, and writing skills, of all students enrolled in programs on an annual basis (section 14c-3 of the Illinois School Code).

A. Districts may comply with this requirement by administering the same nationally normed test(s) of English-language proficiency used to identify students eligible for bilingual education services.

B. Districts may also select instruments other than those used to identify eligible students. For each such other instrument used, the district shall provide evidence in its annual application that the score used as an exit criterion represents a level of English-language proficiency comparable to that represented by the 50th-percentile score used in eligibility determinations.

2. Students who score at or above the 50th percentile (or, where test results are not expressed as percentiles) on the nationally normed test of English language proficiency chosen for their respective ages or grade levels by the district and described in the district's program, application shall be eligible to

exit from the bilingual education program as provided in Section 228.30(a) (4) of this part.

3. School districts shall maintain records of individual test scores in accordance with the provisions of 23 Ill. Adm. Code 375 (Student Records)(d).

Basically there are two parts of the Illinois Code that bear restating. First, whenever twenty or more children in one school building speak the same language other than English, a school district shall provide a bilingual program. The second component is the assessment process. The state has asked schools to be accountable for the education of the bilingual children and has asked schools to provide data through testing to indicate the bilingual students' achievement.

There are several bilingual education program models selected by individual public schools. According to Halford (1996) the most widely used programs are the following:

1. **Submersion** approaches involve no program or adapted services for LEP students whatsoever. Commonly called "sink or swim," submersion is sometimes confused with immersion. When LEP students are linguistically submersed, they face incomprehensible instruction and

no first language support.

2. Within the **immersion** category of approaches, students are taught a second language through subject matter in that language, with lessons tailored to the learners' linguistic level. In true immersion programs, the goal is for students to become bilingual and biliterate. The teacher is bilingual in the first and second language of the students, and the students receive daily academic instruction in both languages. Immersion program forms include maintenance (or development), enrichment, and two-way development approaches.

3. **Maintenance** (or developmental) immersion programs provide long-term native-language and English-language development for LEP students.

4. **Enrichment** immersion programs are maintenance programs serving native English speakers.

5. About 180 school systems in the United States, recognizing the linguistic resources that LEP students bring to the classroom, have implemented **two-way developmental** program models (NCBE 1995), which are a form of immersion. In two-way developmental bilingual programs, native English-speaking students learn side

by side with LEP students. Half the academic instruction is in English, and half is in another language (often Spanish). This program model develops bilingualism and cooperation between LEP students and native English speakers.

Although **transitional bilingual education** programs initially furnish first-language academic instruction for LEP students, that support diminishes as students acquire English. In transitional programs, LEP students have greater success than do students who receive no home-language support (Lesslow-Hurley 1991), but such programs do not deliver the academic and social advantages of fully developed bilingualism.

A feature of the English or second-language instruction of nearly all bilingual programs is its adaptation to the level of the students. In many school districts, including schools with students from extremely diverse language backgrounds. LEP students participate solely in **English as a second language** programs.

One increasingly popular option is **content based ESL**, which encourages the mastery of academic content while students are acquiring English. A science teacher and an ESL teacher, for example, might co-teach a science course

that focuses on science concepts, but involves English specially adapted for the LEP students. Because of tight school budgets, however, content based ESL instruction in some schools is taught by only one teacher, who may or may not be certified in both ESL and a designated subject area. Halford (1996).

It bears mentioning that Thomas & Collier, (1995) state that "submersion" is not an acceptable model. It is illegal in the United States as a result of the Supreme Court decision in *Lau v. Nichols* (p.4).

Researchers have agreed on the length of time necessary for children to be successful in learning a second language. According to Collier (1995), "studies have found that in U.S. schools where all instruction is given through the second language (English), non-native speakers of English with no schooling in their first language take 7-10 years or more to reach age and grade-level norms of their native language English speaking peers. Immigrant students who have had 2-3 years of first language schooling in their home language before they came to the U.S. take 5-7 years to reach typical native-speaker performance." This is similar to what Cummins (1981) found in his earlier studies of second language learners. Regardless of the particular home

language that a student speaks, country of origin, socioeconomic status and other background variables, the pattern of language acquisition is consistent.

Across all program treatments, researchers have found that non-native speakers being schooled in a second language for part or all of the school day typically do reasonably well in the early years of schooling (kindergarten through second or third grade). From fourth grade on through middle school and high school, when the academic and cognitive demands of the curriculum increase rapidly with each succeeding year, students with little or no academic and cognitive development in their first language do less and less well as they move into the upper grades (Cummins, 1981).

According to Walling (1993), the amount of ESL instruction required to achieve linguistic and academic parity with non-ESL peers will vary with individual students, depending on such factors as general language aptitude, motivation, age, prior school experience, and parental involvement. Most research suggests as a rule of thumb that five to seven years are required for students to achieve native-English proficiency. All things being equal, younger children may arrive at proficiency sooner than older



students. Halford (1996) suggested that although students of all backgrounds may rapidly acquire the skills for basic communication in English, they need five to seven years to acquire the more cognitively demanding English necessary for academic success (Collier & Thomas, 1987). Language proficiency involves reading, writing, listening, and speaking. Students may seem fluent in one language skill area, but may need years to develop full proficiency in another.

Long-term academic success requires a long-term programmatic commitment. Students who acquire English and continue to develop their first language have a higher academic achievement in later years than do students who acquire English at the expense of their primary tongue (Association for Supervision and Curriculum Development, 1987). Students who acquire English but do not maintain their first language perform less well than do students who continue developing their first language (Lessow-Hurley, 1991). Further, proficiency in more than one language actually enhances thinking (Hakuta, 1986).

Meyers (1993) claimed that "children who know how to read and write in their first language will learn to read and write English quickly because their familiarity with

literacy will transfer to the learning English literacy skills" (p.5-6). Meyers also states that "students who can do multiplication and division in their native language do not need to be taught those concepts all over again. What they do need to know are the English words that label their existing knowledge" (p.5,6).

### CHAPTER III

#### DESIGN OF STUDY

The purpose of this study was to investigate transitional bilingual programs in Cook, DuPage, Kane and Will counties in the State of Illinois. The information collected should help to improve the transitional program in Cook County District #130. Specific objectives of the study were:

1. Is the State Of Illinois' recommended time line of three years to transition LEP students from bilingual programs into regular education programs sufficient?.
2. Are bilingual materials available to the same extent as English materials thus allowing sufficient opportunity for LEP students to progress and be dismissed from the bilingual programs.
3. In other school districts in Cook, Dupage, Kane and Will counties in Illinois, are sufficient certified staff available to enable students to be exited from the transitional bilingual programs?

#### Sample and Population

A Survey (Appendix A) of school districts in Cook, DuPage, Kane and Will Counties will serve as a data base for

the assessing of current practices of school districts in those mentioned counties. A list of schools with transitional bilingual programs was obtained from the State Board of Education. The person surveyed was the bilingual coordinator of the existing programs. Surveys were sent to 120 schools of which 53 responded. All schools in the sample had a transitional program.

#### Data Collection and Instrumentation

The survey instrument used was designed to accomplish the specific objectives of the study previously identified and to assist in the development of a better teaching model for District #130. The survey was sent to bilingual coordinators because they are the most familiar with the development and implementation of the bilingual programs. There were two types of questions in the survey. In the first type, respondents were asked to fill in the blank with numeric information reflective of their school district. The second type of question merely asked respondents to circle the response that most clearly reflects their district.

### Analysis of the Data

The Transitional Bilingual Survey was sent to 120 school district bilingual coordinators in Cook, DuPage, Kane and Will counties in Illinois. Fifty-three returned the bilingual survey for a return rate of 44%. The intent of the survey was to receive information about current practices of school districts with bilingual programs. Specifically, the survey was to determine current program models being used, whether second language textbooks were used and to what extent, if children were transitioned out of bilingual programs in three years, and are if there are sufficient certified staff trained in a second language to properly teach LEP students.

The descriptive data includes an analysis of fifty-three school districts. The data includes numeric responses depicting information from school districts and items to be circled giving some general information about the schools. Respondents were asked to use information from the 1994-95 school year, this information is available on the school district's report card or end of year bilingual reports.

The data was collected and the results were tabulated and analyzed by the researcher. The information in Chapter IV is reported by graphs using descriptive statistics to interpret the data.

## CHAPTER IV

### Review of Survey and Results

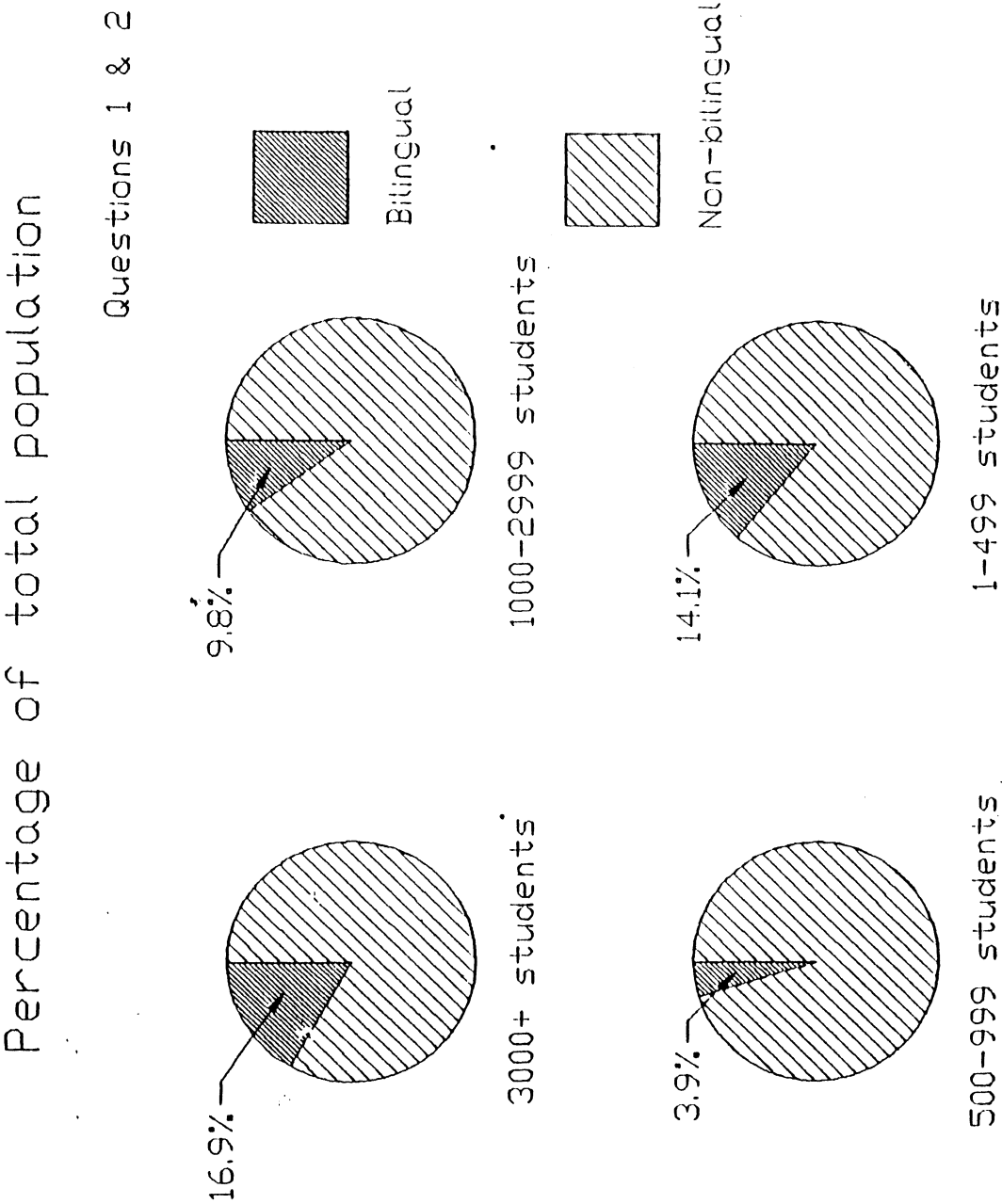
The results of the author's survey will provide an overview of existing programs in Cook, Dupage, Kane, and Will counties in Illinois. Each question in the survey will be explained and presented in graph form to give the reader a better understanding of the present status of bilingual education. The questions and a summary of the questions will be presented to enhance understanding.

### Survey Questions Reviewed

1. What is the total K-6 enrollment of your school building?
2. How many K-6 students are in your Transitional Bilingual program?

The breakdown is by the number of students reported verses the size of a building. Some respondents elected to include district numbers instead of a breakdown by building. Figure 1 gives the proportional number of students in the school or district that are either LEP or all English students in relationship to the total population reported. In all four graphs the number of all English children far outnumber the LEP population.

Figure 1



3. How many K-6 students are full time bilingual students?

4. How Many K-6 students are part time bilingual students?

In Figure 2, within all four categories involving the size of the bilingual populations within the districts there is a greater number of full time bilingual students than part time bilingual students in programs.

5. At the end of the 1994-95 school year how many of your K-6 students were exited from bilingual programs?

Figure 3 reviews the exiting practice of school districts. In all districts, there is a small number of children exited from bilingual programs yearly. The largest percentage of children exited from programs in the district bilingual program occurs in the population category of 500-999 students.

6. At the end of the 1994-95 school year how many of your K-6 students were exited from bilingual programs after:

1-2 years in bilingual program?

3 years in bilingual program?

4-5 years in bilingual program?

6 or more years in bilingual program?

Figure 4 indicates that the greatest majority of children are exited after three or more years in the bilingual programs. Only twenty-nine percent of the children are



# Bilingual Population

Questions 3 & 4

Figure 2

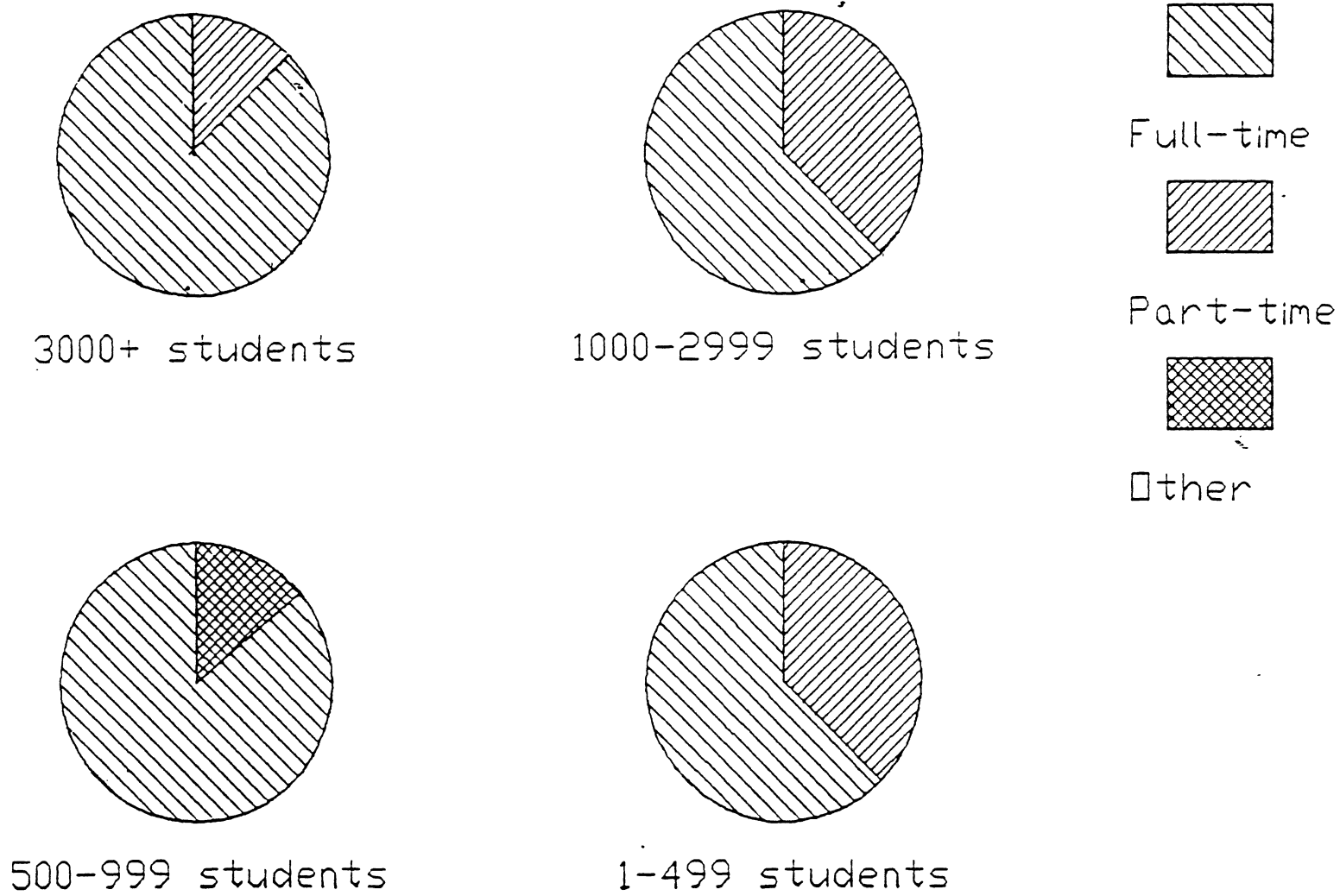


Figure 3

# Bilingual Population Exiting

Question 5

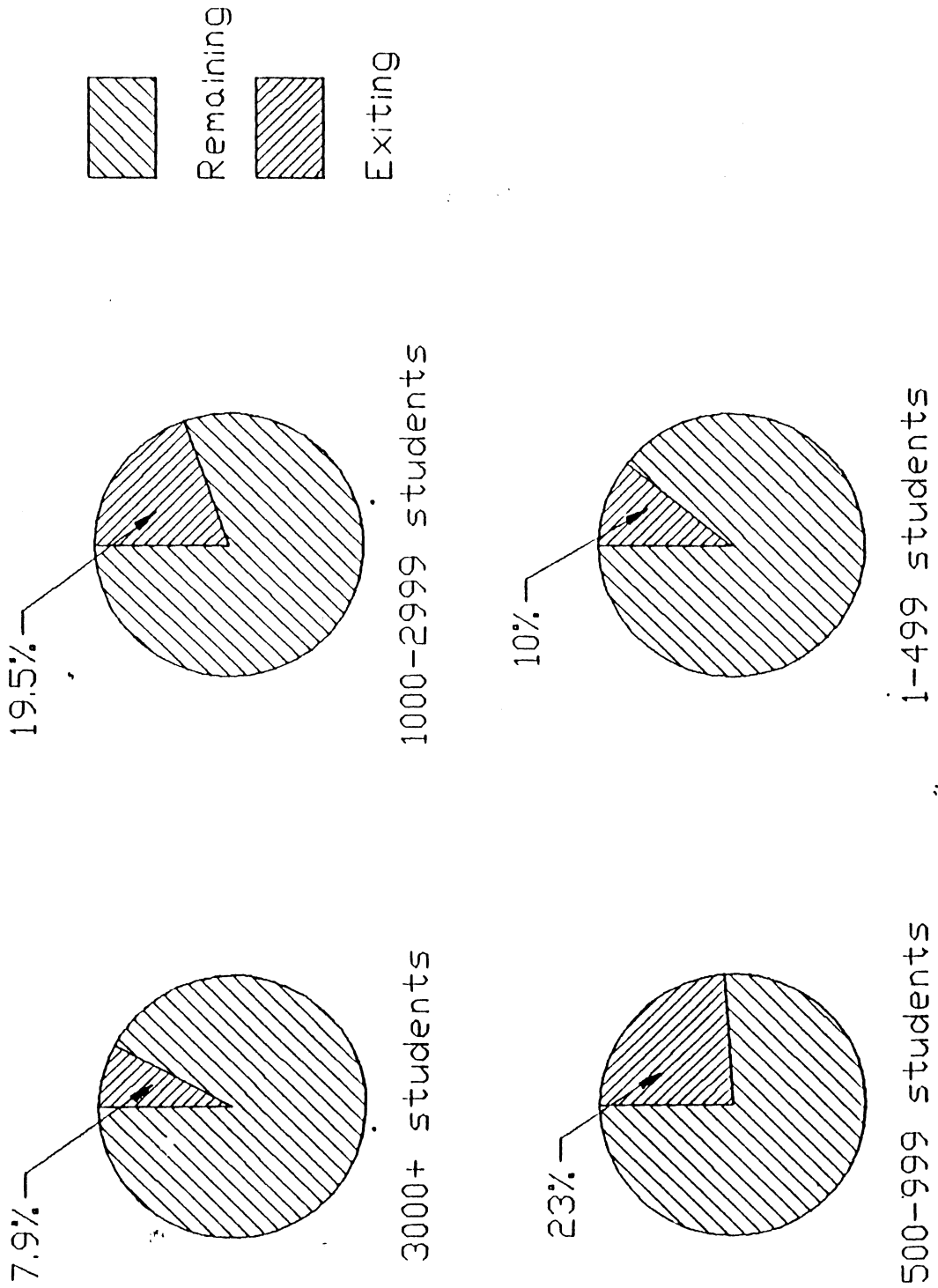
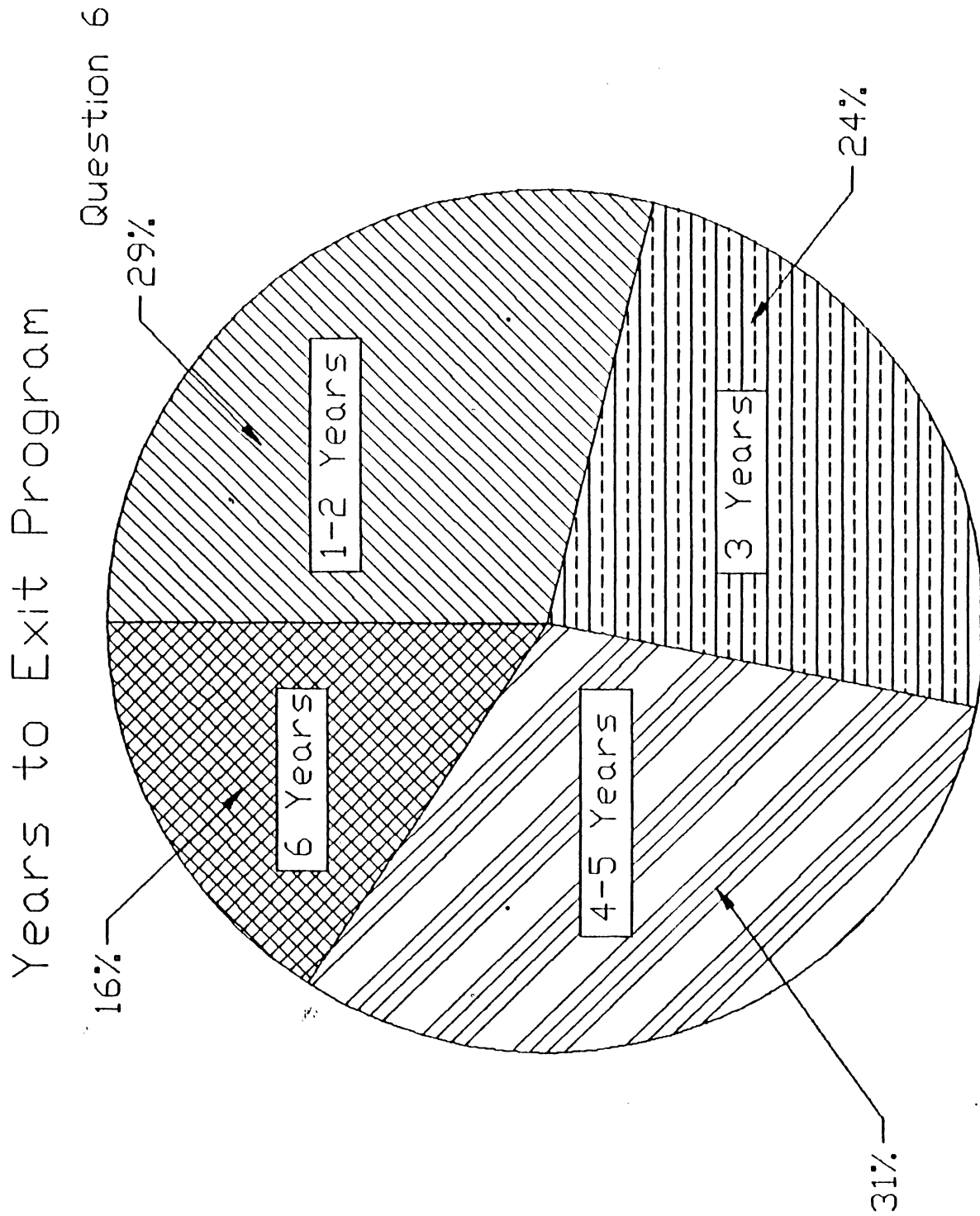


Figure 4



exited prior to the three years. The greatest single category is the 4-5 year range.

7. Do your textbooks for K-6 core subjects have a direct translation? (Please circle Yes or No)

Reading	Yes	No
Math	Yes	No
Science	Yes	No
Social Studies	Yes	No

In Figure 5 the majority of schools do not use basal texts for their core subjects. Of the thirty-six respondents to this question only eight had a direct translation in math, five in reading, four in social studies, and three in science.

8. If no, are supplemental textbooks used for K-6 core subjects? (Please circle Yes or No).

Reading	Yes	No
Math	Yes	No
Science	Yes	No
Social Studies	Yes	No

Interestingly in Figure 6, the majority of schools use some type of supplemental material in all of the core areas.

Questions seven and eight heightened the researcher's curiosity so calls were made to seven different publishing

# Translated Text Books

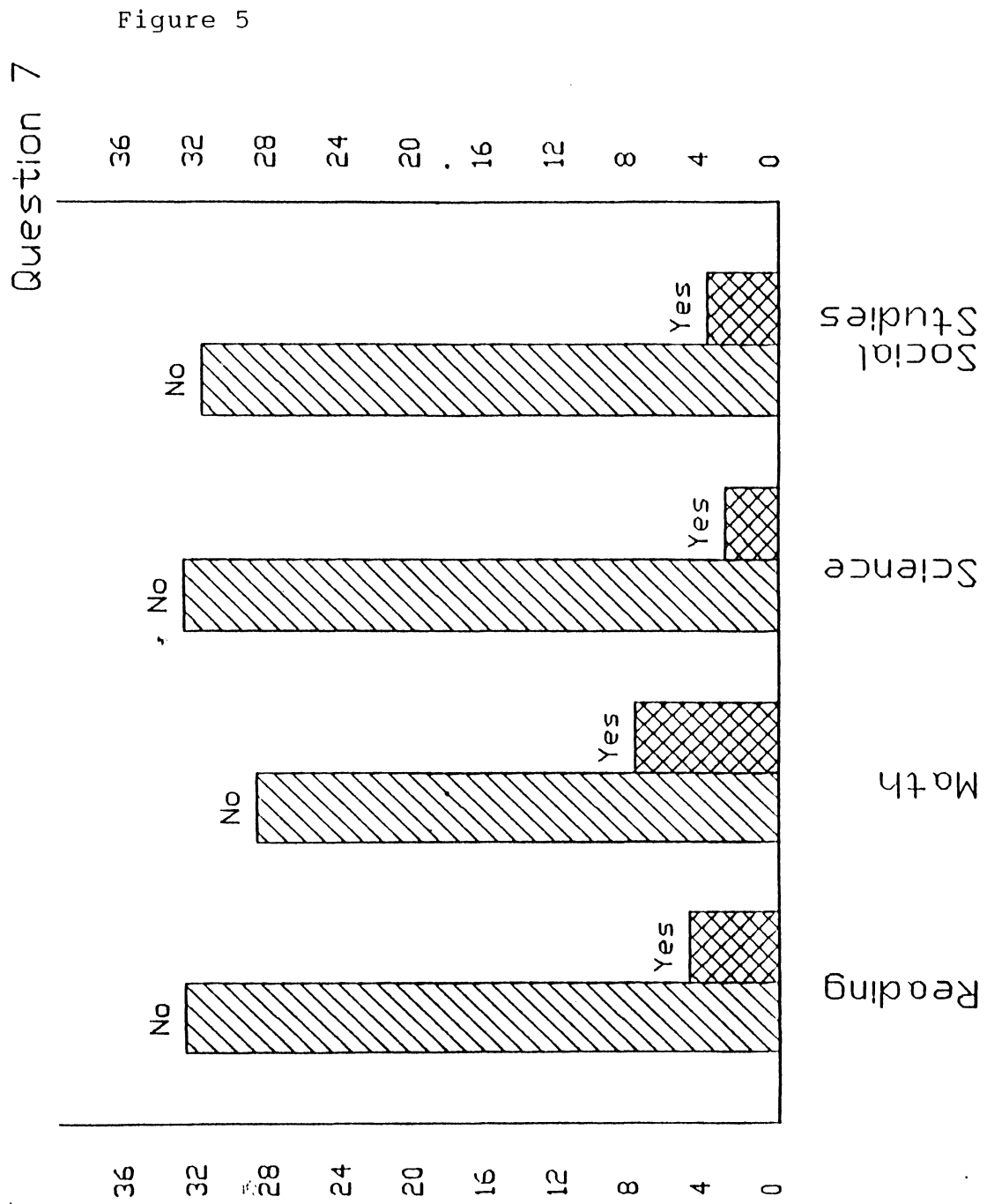
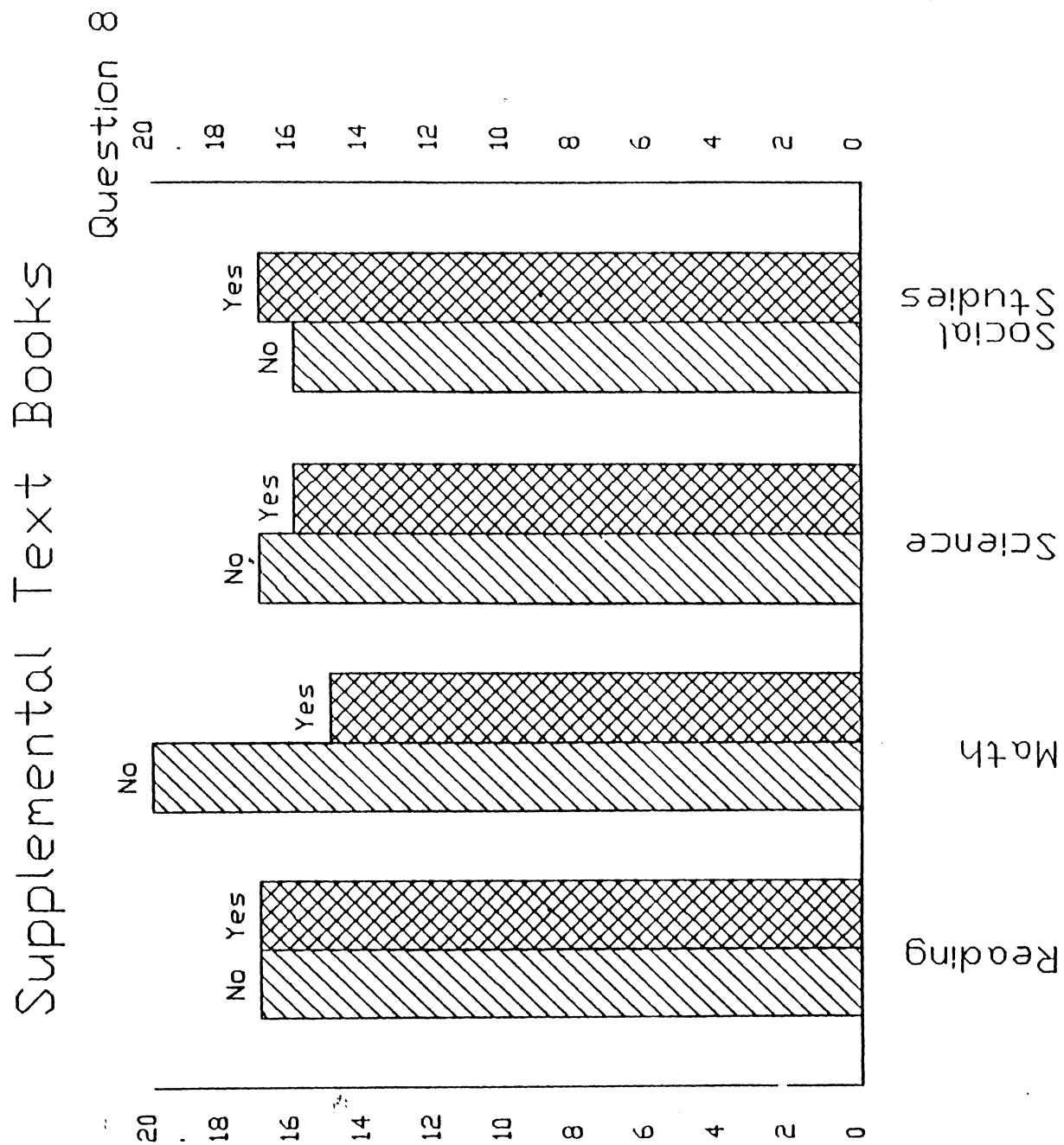


Figure 6



companies. In the telephone interviews three questions were asked of all companies:

1. Does your company have a core subject basal in a second language that directly corresponds with the English translation?

2. Does your company plan on having any translations?

3. In your opinion, why haven't the materials been translated into a second language?

♦ The companies interviewed were: Addison Wesley, Silver Burdett, Everyday Learning, Steck Vaughn, Scott Foresman, MacMillan, and Harcourt. Only Everyday Learning has not consolidated with another company although it was recently sold to the Tribune Corporation.

♦ With regard to question number one, only MacMillan was publishing a direct translation in reading. In math, Everyday Learning has a direct translation in grades 1-3, Scott Foresman and MacMillian have old copyrights (prior to 1991), while Silver Burdett had a translation in only some older copyrights. In social studies, Silver Burdett and Harcourt were expecting translations in the 1997 copyright year. In science, Silver Burdett had a 1991 copyright. None of the companies was

planning on translating science texts.

- ◆ Questions two and three brought the following responses:

Addison Wesley stated that there were no new plans to translate materials. They have only had success selling materials in Texas.

- “ Silver Burdett indicated that company mergers have slowed the process of translating new materials. They were also concerned about financial costs in marketing new materials.

Everyday Learning was informing customers that it will have math material.

Steck Vaughn continues in the supplemental market rather than basals.

Scott Foresman was only marketing translated materials for the state of Texas.

MacMillan was making an effort to translate basals but the reorganization of the company was the main focus.

Harcourt Brace will continue to have ESL materials, but there doesn't appear to be a large enough demand to make it economically worthwhile.

9. What is the total number of K-6 staff in your building



including Special Ed., Art, Music, P.E., and Special services?

10. How many certified K-6 bilingual staff (hold type 29 certificate) teach in your building?

11. How many K-6 teachers, who are not bilingual, teach bilingual students with the assistance of a native language speaking aide?

12. How many K-6 bilingual aides serve as classroom aides? Figure 7, addresses staff. Only a total of 7% of the staff hold bilingual certification, while 2% of the respondents' staffs teach LEP students and do not have bilingual certification. Bilingual aides account for 10% of the staff, while the remainder are regular staff.

13. In your K-6 bilingual program, which teaching models are used?

Self-contained

Integrated

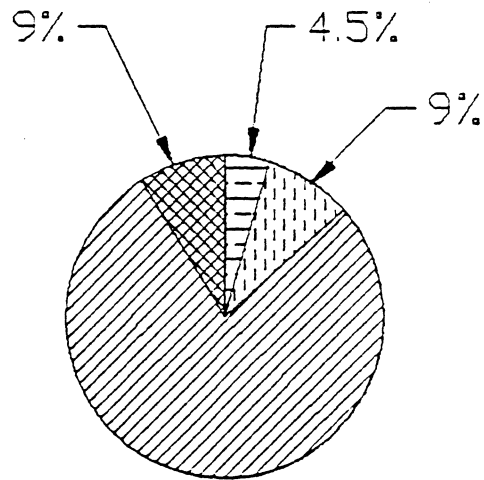
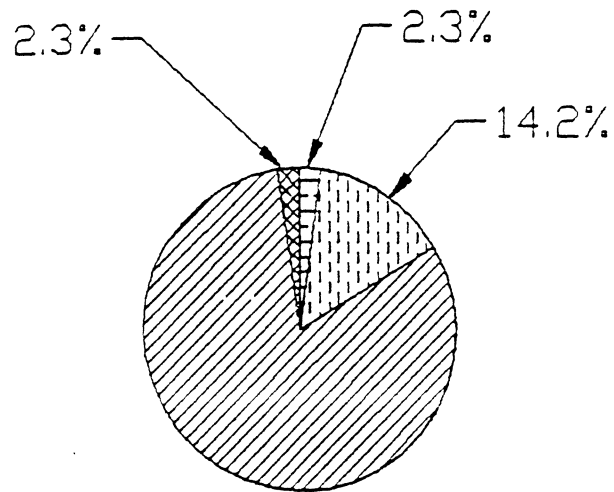
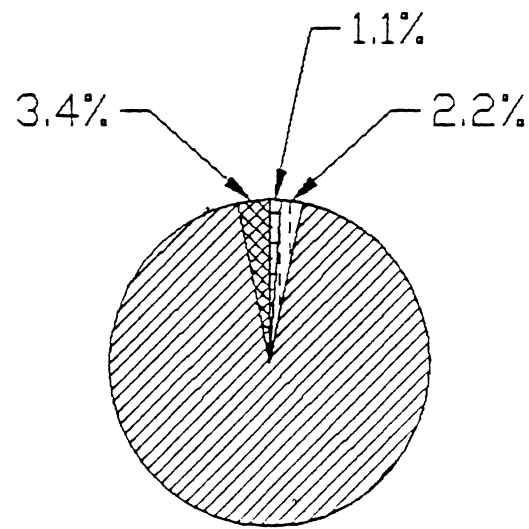
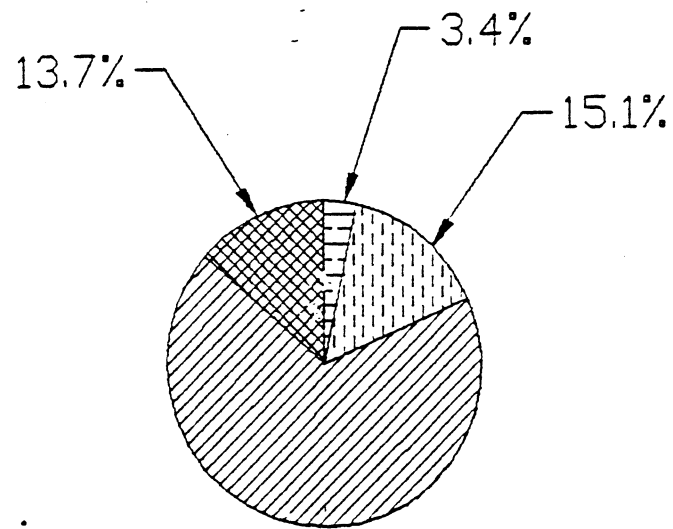
Pull out

Other      Please specify.

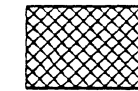
Figure 8 determines the teaching models being used as 33% pull-out, 28% integrated, 23% self-contained while 15% other or a combination of the three.

14. How many K-6 classrooms do you have in each of the

# Bilingual Staff



Questions 9,  
10, 11, & 12



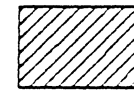
Bilingual  
Certified



Non-Bilingual  
Certified



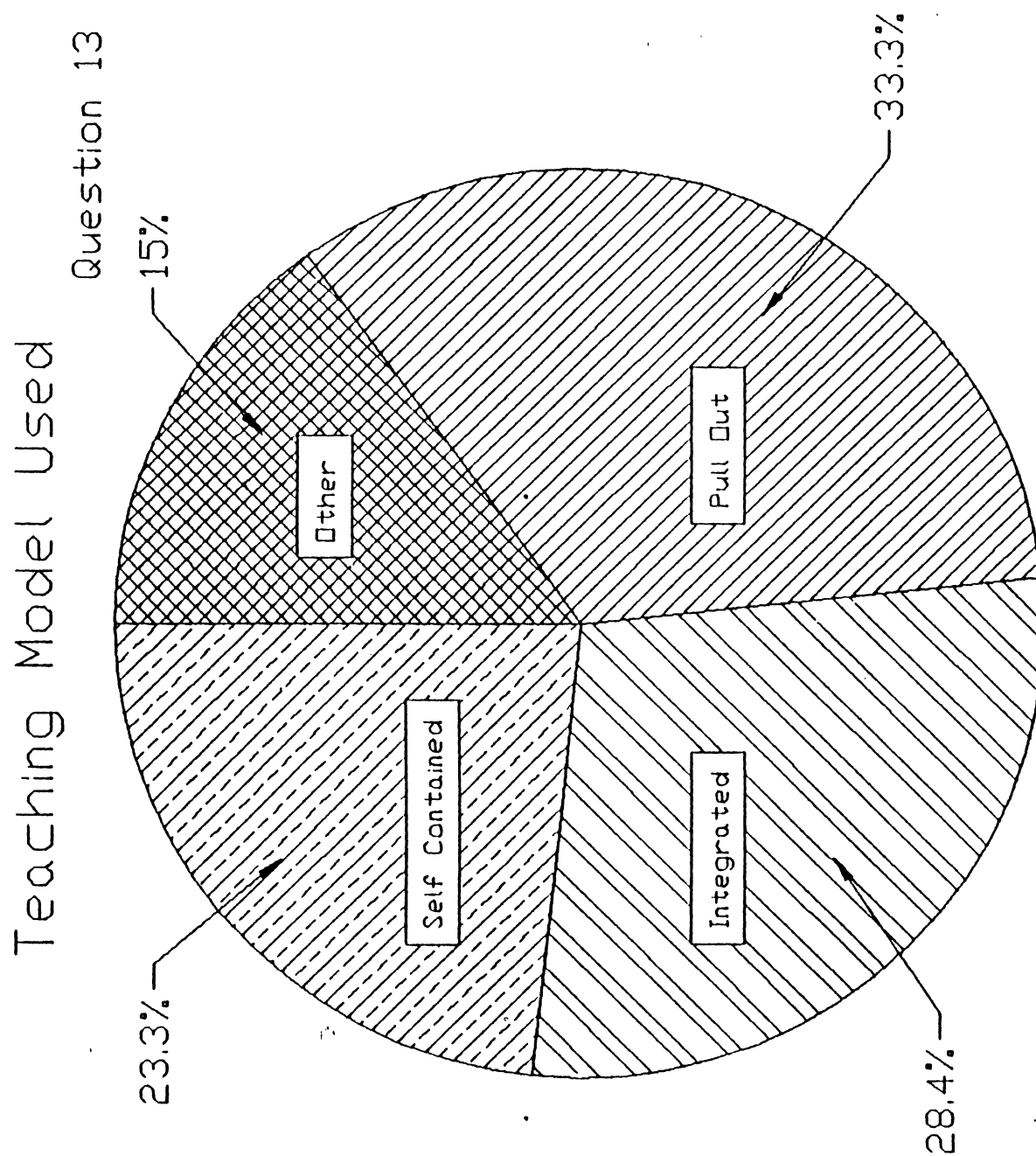
Bilingual  
Aides



Other Staff

Figure 7

Figure 8



following program models?

Self contained

Integrated

Pull out

Other

Figure 9 addresses the number of classrooms using each teaching model. The teaching model with the largest group at 77% was self-contained, followed by 15% integrated and 4% in pull out classrooms.

15. How many K-6 students are in each of the following program models?

Self contained

Integrated

Pull out

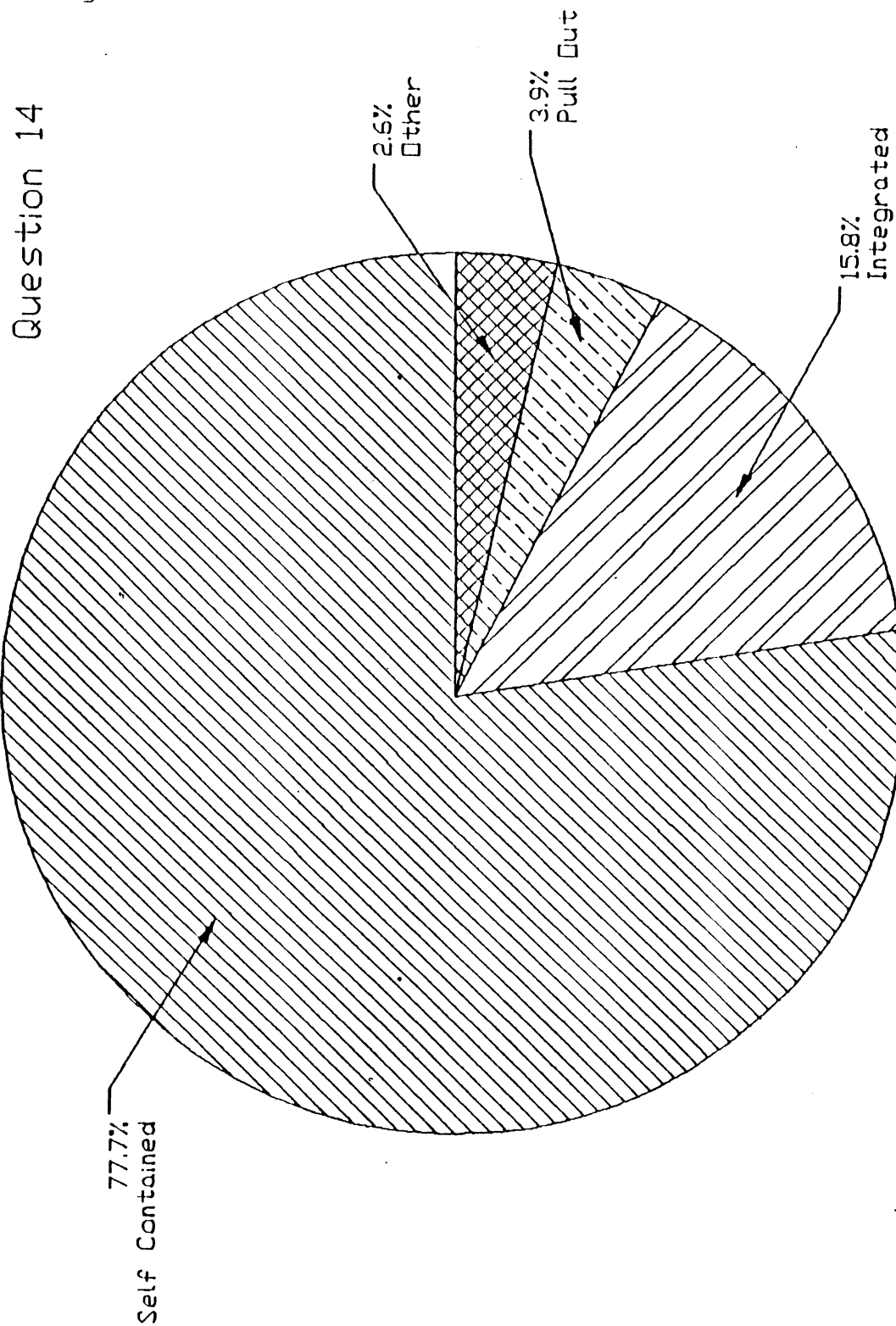
Other

Figure 10 presents the total percentage of students in each of the program models. Again almost 81% of the LEP students in surveyed districts were in self contained bilingual classrooms.

16. What is the primary focus of your program?

Native language      or      ESL

# Classrooms Using Each Model



# Students in Each Model

Question 15

Figure 10

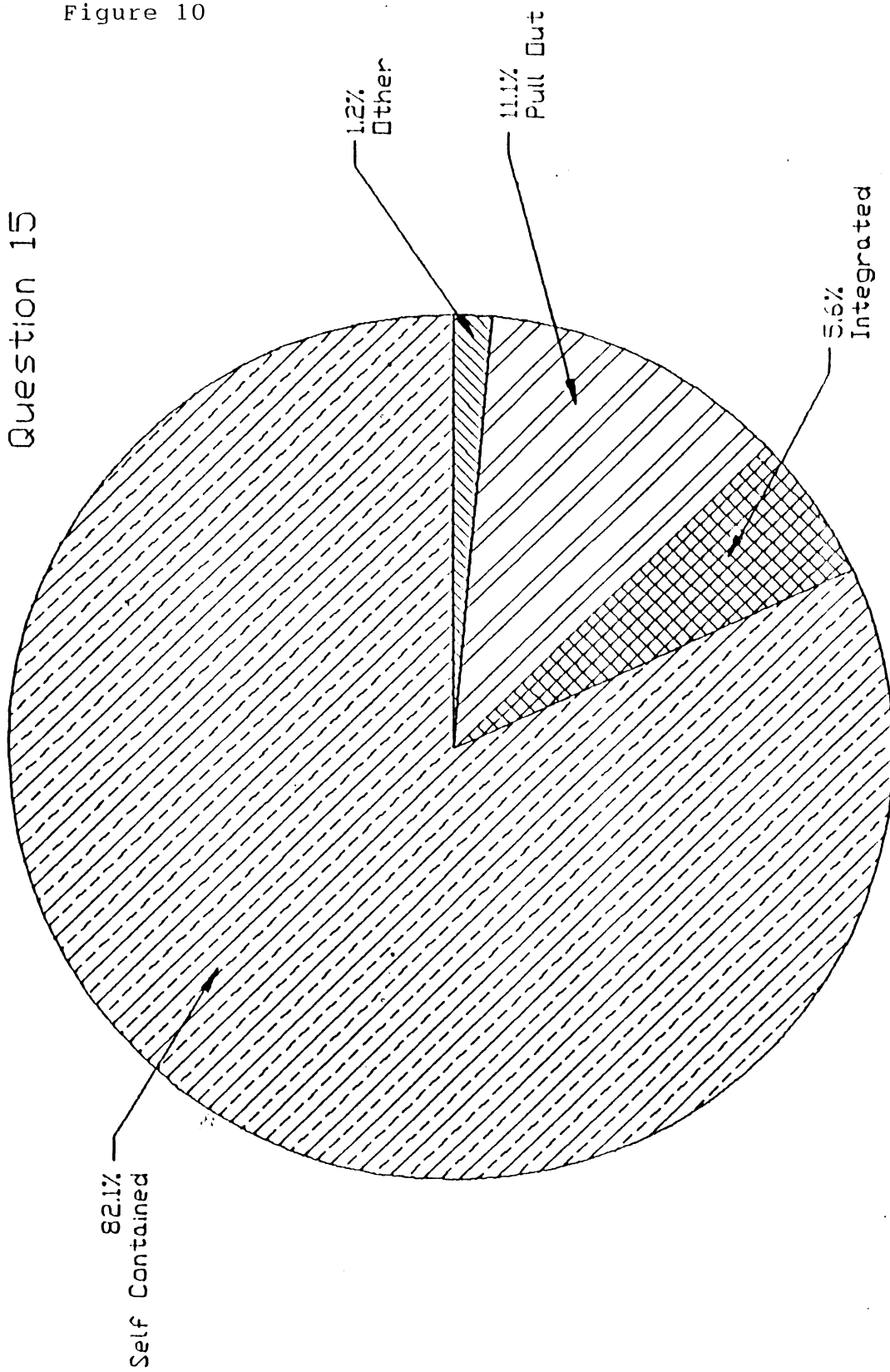
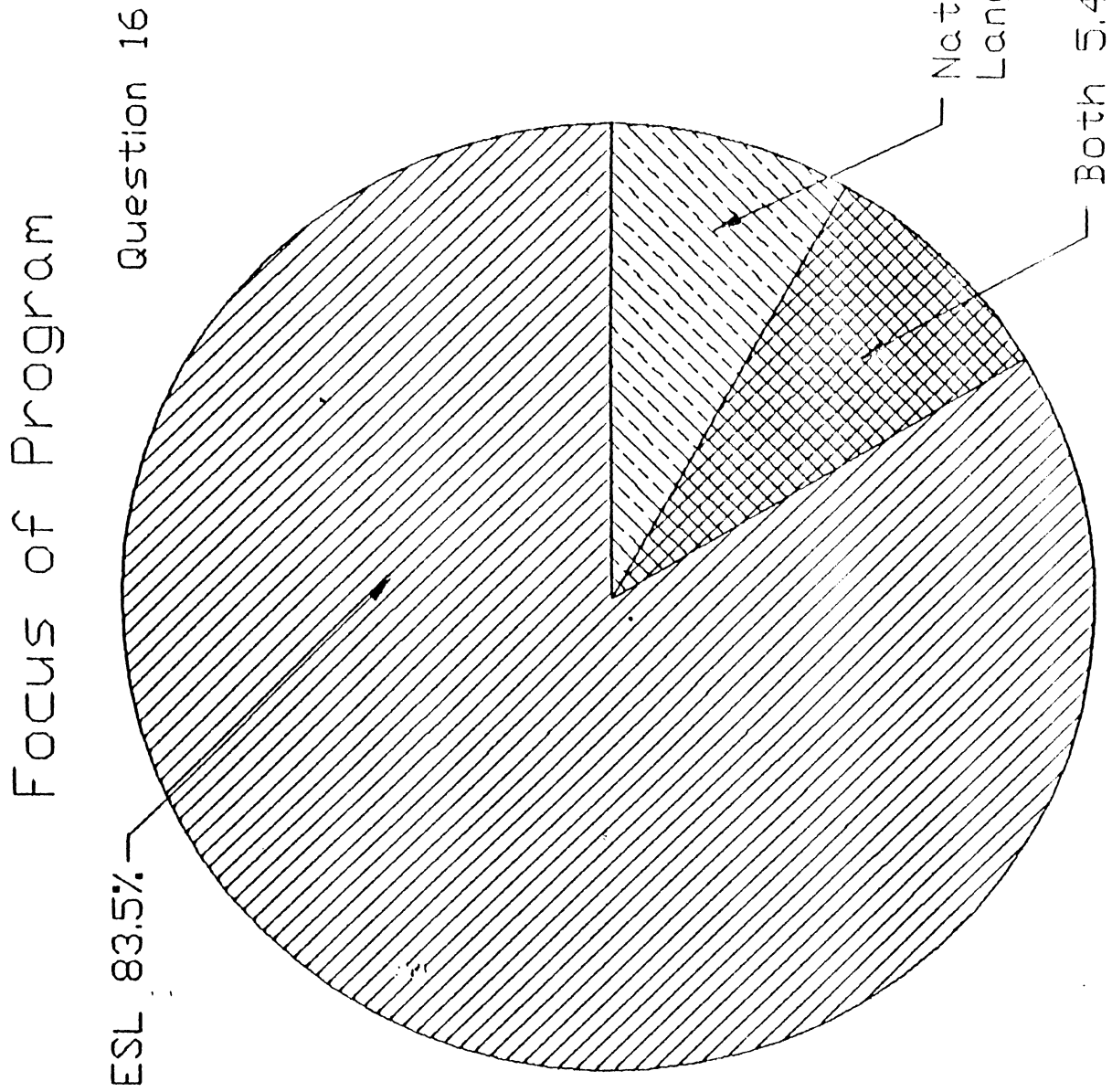


Figure 11 indicates that most schools surveyed have an ESL program, with only very few native language bilingual programs.

Figure 11





## CHAPTER V

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to investigate Transitional Bilingual programs in Cook, DuPage, Kane, and Will counties in the State of Illinois. Specific objectives of the study were:

1. Is the State Of Illinois' recommended time line of three years to transition LEP students from bilingual programs into regular education programs sufficient?.
2. Are bilingual materials are available to the same extent as English materials, thus allowing sufficient opportunity for LEP students to progress and be dismissed from bilingual programs?
3. In other school districts in Cook, Dupage, Kane and Will counties in Illinois are sufficient certified teaching staff available, which will enable non-English speaking students to be exited from the transitional bilingual programs?

It was the intent of the researcher to use the results of the research and the survey to make positive changes in the Cook County District 130 bilingual program. Several concerns regarding the availability of bilingual services to students prompted the study. The study was narrowed to those

items that could have an immediate positive impact on the school district.

- ◆ A review of literature indicated that children need more than the recommended three year time frame to become proficient in English. In fact it is generally accepted that it takes five-seven years of instruction in a child's native language with ESL support before a child can become proficient in a second language.
- ◆ A review of literature suggested that the immersion model is the best for children. Immersion is the integration of English speaking models into a classroom. With English speaking children as models, second language students hear and are able to practice their new language. Immersion is even more successful if students are taught core academics subjects in their native language.
- ◆ A review of literature identified the need for trained teachers and aides to speak in the child's native language. The research identifies the lack of funding as a major reason for the lack of staff, materials, and supplies.

### Findings

The analysis of the data collected through the survey indicated that area schools are generally taking longer than the three year recommendation to exit a child from a bilingual program.

The data indicated that there was a shortage of teachers who speak a language other than English. Most schools hire aides to act as the voice of the teacher. Most programs listed English as a second language as the basis of the program, rather than teaching children in their native language.

The data suggested that many school districts use supplemental materials instead of basal materials when working with the bilingual children.

### Conclusions

Based on the research and the survey the author makes the following conclusions:

- ◆ It takes longer than three years to successfully transition children from bilingual programs into all English regular education programs.
- ◆ Children should be taught in their native language to keep up academically while learning a second language.

- ◆ Schools in the State of Illinois do not have enough staff to properly service children in bilingual programs.
- ◆ Basal texts are not available in languages other than English. Hence, LEP children do not get the same learning experience as children in English.
- ◆ Integrated bilingual programs proved the best language models for children learning a second language.

#### Recommendations

The recommendations presented should provide the bilingual students of District #130 a more equal educational opportunity for learning in a language other than their native language and will be able to be dismissed from a bilingual program and be prepared to progress in a regular classroom.

1. It is recommended that at least one classroom per grade level be taught in the child's native language. This means that at least one self-contained classroom would be available with a teacher that speaks the language of the children. Children would be placed in their class depending on their educational and language achievement. This would give the students an opportunity to progress both academically and in the acquisition of

a second language. The self contained classroom should have a sister room that would team for special activities and if possible art, music, and physical education.

2. It is recommended that additional staff be hired that speak a second language. When the community is changing, it is imperative that bilingual teachers are hired when the opportunity arises.

3. It is recommended that a complete in-service training program be instituted to help teacher aides become more effective in the classroom.

4. It is recommended that the district investigate materials from textbook companies that can be used by all students.

5. It is the researcher's opinion that a complete in-service regarding the bilingual education program be provided to all staff. With a rapidly growing population it is necessary for all staff to believe that all children can and shall be educated.

#### Questions for Further Study

The researcher feels that after the completion of this project that only a very small amount of information has been

studied. Some significant questions still remain for further investigation.

1. What impact does the community have on whether a program is successful?
2. Do different dialects of the same language provide additional problems when hiring teachers or aides, or buying textbooks?
3. What resources can be found to make the transition of bilingual students into regular programs quicker and easier?
4. Why are textbook companies taking such a long time to provide materials in a language other than English?

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APPENDIX A

April 17, 1996

Dear Colleague,

My name is Bob Schwindt and I am principal at the Kerr Intermediate school in District #130, Blue Island, Illinois. I am writing my Field Experience at Eastern Illinois University. My topic is the Transitional Bilingual Program in grades Kindergarten through sixth. Would you please take a few minutes to fill out the enclosed survey and return it in the enclosed stamped envelope, by May 15, 1996. Thank you.

Sincerely,

Bob Schwindt

TRANSITIONAL BILINGUAL SURVEY

Please respond by placing the appropriate numbers on the line provided.

If accurate data is not available, please estimate.

1. What is the total K-6 enrollment of your school building?\_\_\_\_\_
2. How many K-6 students are in your Transitional Bilingual program?\_\_\_\_\_
3. How many K-6 students are full time bilingual students?\_\_\_\_\_ (more than 50% of the school day).
4. How many K-6 students are part time bilingual students?\_\_\_\_\_ (less than 50% of the school day).
5. At the end of the 1994-95 school year how many of your K-6 bilingual students were exited from the Transitional Bilingual Program?\_\_\_\_\_
6. At the end of the 1994-95 school year approximately how many K-6 students were exited from bilingual programs after: (if accurate data is not available, please estimate).
  - 1-2 years in bilingual program?\_\_\_\_\_
  - 3 years in bilingual program?\_\_\_\_\_

4-5 years in bilingual program?\_\_\_\_\_

6 or more years in bilingual program?\_\_\_\_\_

7. Do your textbooks for K-6 core subjects have a direct translation? Please circle Yes or No.

Reading	Yes	No
Math	Yes	No
Science	Yes	No
Social Studies	Yes	No

8. If no, are supplemental textbooks used for K-6 core subjects? Please circle Yes or No.

Reading	Yes	No
Math	Yes	No
Science	Yes	No
Social Studies	Yes	No

9. What is the total number of K-6 staff in your building including Special Ed., Art, Music, P.E., and Special services?\_\_\_\_\_

10. How many certified K-6 bilingual staff (hold type 29 certification) teach in your building?\_\_\_\_\_

11. How many non-certified K-6 teachers teach bilingual students with the assistance of a native language speaking aide?\_\_\_\_\_

12. How many K-6 bilingual aides serve as classroom aides?\_\_\_\_\_

13. In your K-6 bilingual program, which teaching models are used? Please check all that apply.

\_\_\_\_\_Self contained - all children in classroom are non-English speaking students.

\_\_\_\_\_Integrated - English and non-English speakers are mixed in classroom.

\_\_\_\_\_Pull out - Children are pulled from integrated program to receive help in their native language.

\_\_\_\_\_Other \_\_\_\_\_

Please specify

14. How many K-6 classrooms do you have in each of the following program models?

Self contained\_\_\_\_\_

Integrated \_\_\_\_\_

Pull out \_\_\_\_\_

Other \_\_\_\_\_

15. How many K-6 students are in each of the following program models?

Self contained\_\_\_\_\_

Integrated \_\_\_\_\_

Pull out \_\_\_\_\_

Other \_\_\_\_\_

16. What is the primary focus of your program ESL or Native language? (Please circle one)

OTHER COMMENTS WOULD BE APPRECIATED

Thank you for taking time out of your work day to help me complete my survey.